

**Entry-Level Standards for Michigan Teachers
and Related Proficiencies**

Upon completion of an approved teacher preparation program in Michigan, a person recommended for the Michigan Provisional Certificate should have:

- 1. An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts):**
 - a. The abilities and skills necessary for effective communication (listening, speaking, writing, reading, and visually representing);
 - b. A knowledge and appreciation of free inquiry in the humanities, the social sciences, the mathematical and natural sciences, and the visual and performing arts;
 - c. A knowledge of the interdependence of the liberal arts and the ability to integrate knowledge from the liberal arts to analyze, synthesize, and reflect upon ideas, information, and data;
 - d. The ability to discuss and debate the value of education in a free and pluralistic society, particularly the role of intellectual and ethical values;
 - e. An understanding of global and international perspectives;
 - f. An understanding of and respect for individual differences, including those of culture, race, gender, religion, and ethnicity, as well as humankind's shared heritage and environment;
 - g. An ability to understand and respect varying points in view and the influence of one's own and others' ethics and values;
 - h. An understanding of the impact of technology and its use for gathering and communicating ideas and information;
 - i. An understanding of the Constitutions and histories of the United States and Michigan;
 - j. An understanding of the market system for allocating resources;
 - k. An understanding of and respect for the role of the individual in a free society, including the importance of individual responsibility and respect for individual rights and values; and
 - l. An understanding of the similarities within our culture and their importance to the fabric of American society.

2. A commitment to student learning and achievement, including the understanding and ability to:

- a. Apply knowledge of human growth, development, and learning theory;
- b. Expand cognitive, affective, physical, and social capacities of students for the development of the “whole person;”
- c. Discern the extent to which personal belief systems and values may affect the instructional process, e.g., love of learning; the belief that all students can learn; the belief that all students should be treated equitably; the role of expectations in affecting achievement;
- d. Demonstrate appropriate classroom management and disciplinary techniques to ensure a safe and orderly environment which is conducive to learning;
- e. Plan instruction to accommodate diversity, e.g., cultural, racial, and social diversity;
- f. Plan instruction to accommodate various backgrounds of students;
- g. Use multiple approaches to appropriately assess student abilities and needs to plan instruction;
- h. Create inclusionary environments for students with exceptional needs and abilities; and
- i. Use various kinds of literacy to promote access to knowledge, e.g., numeracy, graphics, printed text, computers, artistic expression, and electronic media.

3. Knowledge of subject matter and pedagogy, including the understanding and ability to:

- a. Create learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, and allow for substantive conversation with the teacher and/or peers about subject matter;
- b. Help students access and use information, technology, and other resources to become independent learners and problem solvers;
- c. Use high expectations for optimal achievement to foster excellence in all students;
- d. Practice teaching as both an art and a science;
- e. Integrate and transfer knowledge across subject areas and encourage the same among students;
- f. Engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter to make connections to the world beyond the classroom; and
- g. Access and use updated information and procedures.

4. The ability to manage and monitor student learning, based on best practice, including the understanding and ability to:

- a. Plan and use different cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the backgrounds, learning styles, disabilities, aptitudes, interests, levels of maturity, and achievement of students;
- b. Use a variety of teaching methodologies and techniques, e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities, and how to assess one's effectiveness in utilizing them;
- c. Involve and work effectively with all support personnel to maximize opportunities for student achievement and success;
- d. Involve and work effectively with parents and/or guardians to maximize opportunities for student achievement and success;
- e. Differentiate between assessment and evaluation procedures and use appropriate procedures; and
- f. Define and accept the legal and ethical responsibilities of teaching, e.g., student retention, corporal punishment, truancy, child abuse, managing conflict, first aid, least restrictive environment, health, and communicable disease.

5. The ability to systematically organize teaching practices and learn from experiences, including the understanding and ability to:

- a. Identify and use current research in both the subject field and in other areas of practice in the profession;
- b. Exercise good judgment in planning and managing time and other resources to attain goals and objectives;
- c. Maximize the use of instructional time by engaging students in meaningful learning experiences;
- d. Demonstrate an understanding of the economic, social, political, legal, and organizational foundations and functions of schools;
- e. Accept teaching as a lifelong learning process and continue efforts to develop and improve;
- f. Interact successfully with other teachers, parents, students, administrators, counselors, and other support personnel to benefit students and to advance one's own professional development;
- g. Discuss and debate the evolution of education and the teacher's role in a changing society; and

- h. Engage in meaningful self-evaluation and reflect on the professional practice of colleagues.

6. Commitment and willingness to participate in learning communities, including the understanding and ability to:

- a. Use community and home resources to enhance school programs;
- b. Design learning activities that involve representatives of volunteer groups, civic and social organizations, and public services agencies;
- c. Demonstrate knowledge of the various communities in which the teacher is a member, including the professional community and local, state, national, and international communities;
- d. Involve professional educators, support personnel, and other stakeholders in collaborative and cooperative planning, decision-making and implementation, to improve educational systems at all levels; and
- e. Interact with parents to maximize the learning of students at school, home, and in the local community.

7. An ability to use information age learning and technology operations and concepts to enhance learning and personal/professional productivity, including the understanding and ability to:

- a. Demonstrate an understanding of, and continued growth in, information age learning and technology operations and concepts;
- b. Plan and design effective technology-enhanced learning environments and experiences aligned with the State Board's policy on learning expectations for Michigan students and the Michigan Curriculum Framework for all students;
- c. Implement curriculum plans that include technology-enhanced methods and strategies to maximize student learning;
- d. Apply technology to facilitate a variety of effective assessment and evaluation strategies;
- e. Use technology to enhance professional development, practice, and productivity; and
- f. Understand the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in P-12 schools and apply that understanding in practice.

Criteria for an Assessment of Pedagogy*

Based on the State Board of Education Entry-Level Standards for Michigan Teachers,
as approved by the State Board of Education initially in August 1993, revised in July 1998,
and with revisions proposed in October 2002

* **Definition:** According to Webster's New World Dictionary, Third College Edition, Simon & Schuster, Inc., 1994, pedagogy is defined as:
1) the profession or function of a teacher; teaching, and 2) the art or science of teaching; esp., instruction in teaching methods.

Description of Achievement Levels:

0	(pre-preparation)	No awareness or exposure	3	(proficient)	Consistent, appropriate application, solid performance
1	(awareness)	The ability to describe, not yet applied	4	(advanced)	Super performance, consistently applied at all appropriate times
2	(basic)	Minimal achievement, appropriate to situations			

** Denotes sub-areas (in the Level of Proficiency column) that are not recommended as appropriate to the assessment of pedagogy.

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
	Upon completion of an approved teacher preparation program in Michigan, a person recommended for the Michigan Provisional Certificate should have:		
1.	An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts):		
1.a.	The abilities and skills necessary for effective communication (listening, speaking, viewing, reading, and writing:)	3	<p>Communicates in a clear and effective manner.</p> <p>Models effective communication for students.</p> <p>Uses correct language and grammar.</p> <p>Demonstrates effective listening skills.</p> <p>Demonstrates effective speaking skills.</p> <p>Demonstrates effective viewing skills.</p> <p>Demonstrates effective reading skills.</p> <p>Demonstrates effective writing skills.</p> <p>Communicates thoughtfully.</p>
1.b.	A knowledge and appreciation of free inquiry in the humanities, the social sciences, the mathematical and natural sciences, and the visual and performing arts;	2	<p>Demonstrates knowledge and interests in a variety of areas.</p> <p>Demonstrates a respect for free inquiry.</p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
1.c.	A knowledge of the interdependence of the liberal arts and the ability to integrate knowledge from the liberal arts to analyze, synthesize, and reflect upon ideas, information, and data;	2	<p>Demonstrates the inter-relatedness of knowledge beyond defined content areas.</p> <p>Uses liberal arts knowledge in planning instruction.</p> <p>Uses critical thinking skills.</p>
1.d.	The ability to discuss and debate the value of education in a free and pluralistic society, particularly the role of intellectual and ethical values;	**	
1.e.	An understanding of global and international perspectives;	2	<p>Encourages students to view content from the perspective of the impact of activities in their community (classroom, school, city, state, country) on other communities beyond the United States.</p> <p>Discusses the impact of educational experiences beyond the United States.</p> <p>Demonstrates involvement in organizations or activities which address global and international concerns.</p> <p>Responds appropriately to inquiries that demonstrate understanding of global impact.</p> <p>Demonstrates knowledge of international current events.</p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
1.f.	An understanding of and respect for individual differences, including those of culture, race, gender, religion, and ethnicity, as well as humankind's shared heritage and environment;	3	<p>Maintains a professional and respectful approach to individual differences in:</p> <ul style="list-style-type: none"> • culture • race • gender • religion • ethnicity • heritage • environment <p>Maintains a professional and respectful approach to humankind's shared heritage and environment.</p>
1.g.	An ability to understand and respect varying points of view and the influence of one's own and others' ethics and values;	3	<p>Demonstrates respect for the ethics, values, and points of view of:</p> <ul style="list-style-type: none"> • students • parents • administrators • other individuals and groups <p>Demonstrates an understanding of the right of others to hold and express varying values and points of view.</p> <p>Maintains a respectful, ethical, and professional demeanor.</p>
1.h.	An understanding of the Constitutions and histories of the United States and Michigan;	**	
1.i.	An understanding of the market system for allocating resources;	**	

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
1.j.	An understanding of and respect for the role of the individual in a free society, including the importance of individual responsibility and respect for individual rights and values;	3	<p>Models an attitude of individual responsibility in a free society.</p> <p>Encourages individuals to exercise rights and assume responsibilities reflective of a free society.</p> <p>Designs instruction that encourages individual responsibility.</p>
1.k.	An understanding of the similarities within our culture and their importance to the fabric of American society.	3	<p>Maintains a professional and respectful approach to similarities in:</p> <ul style="list-style-type: none"> • culture • race • gender • religion • ethnicity • heritage • environment <p>Instruction emphasizes the importance of shared heritage to the fabric of American society.</p>
2.	A commitment to student learning and achievement, including the understanding and ability to:		

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
2.a.	Apply knowledge of human growth, development, and learning theory;	2	<p>Plans developmentally appropriate instruction.</p> <p>Provides instruction which is developmentally appropriate.</p> <p>Uses communication that is developmentally appropriate for the students.</p> <p>Uses learning theory to maximize instruction.</p> <p>Applies knowledge of learning theory when developing instruction.</p> <p>Defends choice of instructional activities and assessment based on learning theories and research on teaching.</p>
2.b.	Expand cognitive, affective, physical, and social capacities of students for the development of the "whole person;"	2	<p>Uses a variety of activities that encourages development of the whole person.</p> <p>Models metacognitive processes of learning for student.</p>
2.c.	Discern the extent to which personal belief systems and values may affect the instructional process, e.g., love of learning; the belief that all students can learn; the belief that all students should be treated equitably; the role of expectations in affecting achievement;	2	<p>Discusses the role of expectations in student achievement.</p> <p>Demonstrates instructional behavior that supports the connection between teacher expectations and student performance.</p> <p>Discusses the impact of one's personal belief system and values upon instruction.</p> <p>Provides a rationale for instructional or management behavior consistent with the teacher's personal belief system.</p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
2.d.	Demonstrate appropriate classroom management and disciplinary techniques to ensure a safe and orderly environment which is conducive to learning;	2	<p>Maintains an appropriate and safe learning environment.</p> <p>Handles unexpected events in a professional manner.</p> <p>Describes a continuum of discipline techniques.</p> <p>Demonstrates knowledge/use of appropriate discipline.</p> <p>Describes for the students behavioral expectations appropriate to the situation.</p> <p>Demonstrates skill to encourage appropriate student behavior.</p> <p>Models appropriate behavior.</p> <p>Anticipates and takes action to avoid potential hazards in all environments.</p>
2.e.	Plan instruction to accommodate diversity, e.g., cultural, racial, and social diversity;	3	<p>Identifies components of diversity evident in the community.</p> <p>Develops plans and instruction to accommodate:</p> <ul style="list-style-type: none"> • culture • race • social diversity • home environment • other differences <p>Demonstrates an understanding of the value of diversity.</p>
2.f.	Plan instruction to accommodate various backgrounds of students;	2	<p>Continually assesses students' prior knowledge and experience as a component of instruction.</p> <p>Develops plans and instruction that accommodate varying backgrounds.</p>
2.g.	Use multiple approaches to appropriately assess student abilities and needs to plan instruction;	2	<p>Uses variety of assessment techniques in planning for instruction.</p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
2.h.	Create inclusionary environments for students with exceptional needs and abilities;	2	Recognizes and assesses exceptional needs and abilities. Develops instructional plans that create an inclusionary environment. Implements instructional plans that create an inclusionary environment.
2.i.	Use various kinds of literacy to promote access to knowledge, e.g., numeracy, graphics, printed text, computers, artistic expression, and electronic media.	2	Uses numeracy, graphics, printed text, computers, artistic expression, electronic media, manipulatives, etc. appropriately in instruction.
3.	Knowledge of subject matter and pedagogy, including the understanding and ability to:		
3.a.	Create learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, and allow for substantive conversation with the teacher and/or peers about subject matter;	2	Uses a variety of techniques and manipulatives to promote higher order thinking.
3.b.	Help students access and use information, technology, and other resources to become independent learners and problem solvers;	3	Creates opportunities for students to access and use a variety of sources of information including computers and other technology. Create opportunities for students to use information to construct knowledge.
3.c.	Use high expectations for optimal achievement to foster excellence in all students;	3	Challenges students to reach higher levels of achievement.
3.d.	Practice teaching as both an art and a science;	2	Engages students through appropriate and creative activities. Employs instructional techniques that are supported by current research.

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
3.e.	Integrate and transfer knowledge across subject areas and encourage the same among students;	2	Plans and instructs in ways that integrate knowledge from various disciplines.
3.f.	Engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter to make connections to the world beyond the classroom;	3	Plans and instructs in ways that make evident to students the relevance of content. Provides engaging activities that connect content to relevant experiences outside the classroom.
3.g.	Access and use updated information and procedures.	3	Seeks and uses updated information and procedures. Evaluates educational materials for appropriateness. Selects appropriate educational materials. Demonstrates knowledge of local, state, and national standards for content areas. Participates in professional activities to access and use updated information and procedures through: <ul style="list-style-type: none"> • Membership in professional organizations • Reading professional journals Attendance at professional activities (conferences, workshops, inservices, etc.)
4.	The ability to manage and monitor student learning, based on best practice, including the understanding and ability to:		

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
4.a.	Plan and use cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the backgrounds, learning styles, disabilities, aptitudes, interests, levels of maturity, and achievement of students;	2	Uses a variety of strategies to maximize learning for each student.
4.b.	Use and assess the effectiveness of a variety of teaching methodologies and techniques, e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities;	3	Plans, uses, and evaluates a variety of teaching methodologies and techniques.
4.c.	Involve and work effectively with all support personnel to maximize opportunities for student achievement and success;	2	Uses appropriate resources and support personnel to enhance student achievement and success.
4.d.	Involve and work effectively with parents and/or guardians to maximize opportunities for student achievement and success;	2	Communicates and interacts with parents and/or guardians to enhance student achievement and success.
4.e.	Differentiate between assessment and evaluation procedures and use appropriate procedures;	2	Plans evaluation and assessment activities to support instruction. Utilizes multiple techniques appropriately for formative and summative evaluation purposes. Selects or creates appropriate means for assessment and evaluation. Correctly interprets results of measurements used for assessment and evaluation.

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
4.f.	Define and accept the legal and ethical responsibilities of teaching, e.g., student retention, corporal punishment, truancy, child abuse, managing conflict, first aid, least restrictive environment, health, and communicable diseases.	2	<p>Demonstrates knowledge concerning the legal and ethical responsibilities of teaching.</p> <p>Seeks information concerning building policies.</p> <p>Demonstrates knowledge concerning building policies.</p> <p>Applies knowledge concerning building policies.</p>
5.	The ability to systematically organize teaching practices and learn from experiences, including the understanding and ability to:		
5.a.	Identify and use current research in both the subject field and in other areas of practice in the profession;	2	<p>Demonstrates in teaching, use of research gained from:</p> <ul style="list-style-type: none"> • attendance at conferences, seminars, workshops • use of professional literature • membership in professional organization(s) • use of local, state, national standards
5.b.	Exercise good judgment in planning and managing time and other resources to attain goals and objectives;	2	<p>Achieves goals and objectives by:</p> <ul style="list-style-type: none"> • allocating time appropriately • modifying lessons to meet student needs • using resources effectively

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
5.c.	Maximize the use of instructional time by engaging students in meaningful learning experiences;	2	<p>Manages lessons in the classroom to promote learning.</p> <p>Achieves appropriate pace and direction for instruction.</p> <p>Demonstrates ability to adapt lesson plans as needed.</p> <p>Makes use of time on task.</p> <p>Selects activities that actively involve students in the learning process.</p>
5.d.	Demonstrate an understanding of the economic, social, political, legal, and organizational foundations and functions of schools;	1	Demonstrates an awareness of the interdependence between the school and community.
5.e.	Accept teaching as a lifelong learning process and continue efforts to develop and improve;	2	<p>Identifies areas for growth.</p> <p>Develops short and long term goals.</p> <p>Develops plans for individual professional growth.</p> <p>Develops plans collaboratively for professional growth in the work setting.</p>
5.f.	Interact successfully with other teachers, parents, students, administrators, counselors, and other support personnel to benefit students and to advance one's own professional development;	2	<p>Establishes professional relationships on behalf of students.</p> <p>Utilizes school and community members as partners.</p> <p>Follows school/district protocol.</p> <p>Communicates effectively with parents.</p> <p>Identifies when assistance is needed.</p> <p>Seeks appropriate support and resources.</p> <p>Collaborates with others in the school setting.</p>
5.g.	Discuss and debate the evolution of education and the teacher's role in a changing society;	**	

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
5.h.	Engage in meaningful self-evaluation and reflect on the professional practice of colleagues.	2	Identifies strengths and weaknesses of professional practice in others. Identifies strengths and weaknesses of professional practice in themselves. Makes appropriate adaptations to their own instruction, based upon reflection.
6.	Commitment and willingness to participate in learning communities, including the understanding and ability to:		
6.a.	Use community and home resources to enhance school programs;	2	Identifies community resources. Identifies skills and resources that families bring to the learning environment. Uses resources to enhance learning.
6.b.	Design learning activities that involve representatives of volunteer groups, civic and social organizations, and public service agencies;	1	Identifies community organizations as resources. Plans instructional activities which involve a representation of a community organization. Uses community service/organization activities as a component of instruction.
6.c.	Demonstrate knowledge of the various communities in which the teacher is a member, including the professional community, and local, state, national, and international communities;	1	Describes the role of teacher as a member of the following communities: <ul style="list-style-type: none"> • professional • local • state • national • international

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
6.d.	Involve professional educators, support personnel, and other stakeholders in collaborative and cooperative planning, decision-making, and implementation to improve educational systems at all levels;	2	<p>Actively pursues collegial communication at all levels.</p> <p>Participates in discussions of educational/school/community groups.</p> <p>Participates in activities of educational/school/community groups.</p> <p>Participates in planning of school activities.</p> <p>Initiates involvement with faculty, department, school team or grade level groups, and other stakeholders.</p>
6.e.	Interact with parents to maximize the learning of students at school, home, and in the local community.	2	<p>Facilitates communication with families which augments student learning.</p> <p>Provides opportunities for families to assist with learning in the home, school, and community.</p>
7.	An ability to use information age learning and technology operations and concepts to enhance personal/professional productivity, including the understanding and ability to:		
7.a	Demonstrate an understanding of and continued growth in information age learning and technology operations and concepts;	3	<p>Demonstrates knowledge, skills, and understanding of concepts and learning related to information age learning processes and techniques, including individualizing instruction, student-centered learning, interdisciplinary instruction, grouping by mastery and maturity, engaging and authentic learning, use of rich multi-media and interactive content, virtual and long distance learning, and instructional practices enhanced by evidence of learning from student work.</p> <p>Demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.</p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
7.b.	Plan and design effective technology-enhanced learning environments and experiences aligned with the State Board's policy on learning expectations for Michigan students and the Michigan Curriculum Framework for all students;	3	<p>Designs developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies and provide access to curriculum to support the diverse needs of learners.</p> <p>Applies current research on teaching and learning with technology.</p> <p>Applies Michigan technology standards and benchmarks when planning learning environments and experiences.</p> <p>Identifies and locates technology resources and evaluates them for accuracy, effectiveness, and appropriateness.</p> <p>Plans for the management of technology resources within the context of learning activities.</p> <p>Plans strategies to manage student learning in a technology-enhanced environment, including strategies designed to determine, assess, and meet the needs of each student.</p>
7.c.	Implement curriculum plans that include technology-enhanced methods and strategies to maximize student learning;	2	<p>Facilitates technology-enhanced experiences that improve educational outcomes and are aligned to the State Board's policy on learning expectations for Michigan students and to the Michigan Curriculum Framework.</p> <p>Uses technology to support learner-centered strategies that address the diverse and individual needs of all students.</p> <p>Applies technology to develop students' higher order skills (learning, critical thinking, problem-solving, self-directed and collaborative learning, creation of knowledge, inquiry, authentic based learning, data collection, information analysis and management, communications) and creativity.</p> <p>Manages student learning in a technology-enhanced environment.</p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
7.d.	Apply technology to facilitate a variety of effective assessment and evaluation strategies;	2	<p>Applies technology in assessing and evaluating student achievement as it relates to the State Board's policy on learning expectations for Michigan students and student learning of subject matter as aligned with the Michigan Curriculum Framework, using a variety of assessment techniques.</p> <p>Uses technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.</p> <p>Understands the uses of technology to assess the proficiencies, strengths, and challenges of each student, recognizing individual and diverse needs.</p> <p>Applies multiple methods of assessment and evaluation to determine students' appropriate uses of technology resources for learning, communication, and productivity.</p>
7.e.	Use technology to enhance professional development, practice, and productivity; and	3	<p>Uses technology resources to engage in ongoing professional development and lifelong learning.</p> <p>Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning.</p> <p>Applies technology to increase productivity in planning, teaching, and management.</p> <p>Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.</p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
7.f.	Understand the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in P-12 schools and apply that understanding in practice.	3	<p>Models and teaches legal and ethical practice related to technology use.</p> <p>Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.</p> <p>Identifies and uses technology resources that affirm diversity.</p> <p>Promotes safe and healthy use of technology resources.</p> <p>Facilitates equitable access to technology resources for all students.</p>

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